**HS Collaboration Team PLC**

**Each Tuesday, 7:00-7:45am**

**Administration Building, Room 14**

**Guiding Question:** How do we become a *Professional Learning Community (PLC)* as we meet the five District goals and implement the 21st Century Model of Education?

**Long-term targets:**

* Bea professional learning community (PLC) by consistently and fully implementing PLC procedures and structures throughout the district
* Meet the five district goals
* Implement the 21st Century Model of Education
* Integrate the Montana Common Core State Standards in English language arts and mathematics throughout the district
* Collaborate with UM and other community stakeholders to implement goals of SHAPE P-20 grant

**AGENDA & Meeting Notes**

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| **Agenda 9/30/14** | **Notes** |
| HS Admin PLC – SMART Goal – BRING CURRENT DROPOUT INFORMATION WITH OCTOBER COUNT INFO | SMART Goals  Items to revisit: State can provide dropout data from previous years, Tracy Long?  Jane will find information for previous dropout data for district  **For our purposes of goal writing the table below is probably accurate enough.  Please note the 2014 figures**  **won’t be final until after count day on October 6.  See you Tuesday morning.  Have a good week-end.  JB**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | **2009** | **2010** | **2011** | **2012** | **2013** | **2014** | |  | Count of Students | | | | | **NOT** Final | | **Big Sky** | **62** | **40** | **33** | **20** | **29** | **30** | | **Hellgate** | **53** | **25** | **37** | **47** | **47** | **35** | | **Sentinel** | **52** | **23** | **24** | **24** | **22** | **26** | | **Seeley** | **1** | **2** | **1** | **0** | **2** | **2** | | **District** | 168 | **90** | **95** | **91** | **100** | **93** |   Ted will work with Scott on Pulse data-YTD  All,  I made a change to the MCPS Principal’s Portal so that it would include students who were  exited on the first day of class, 8-27-2014.  Please let me know if you think this table is  inaccurate.  Scott Caldwell  What year do summer and Sept dropouts go on?  MT Youth Challenge, Job Corps – on list or not?  Work on Action Item number 2 and perhaps 3 |
| **Agenda 9/23/14** | **Notes** |
| HS Admin PLC – SMART Goal – BRING DROPOUT AND GRADUATION RATES, AS WELL AS ATTENDANCE RATE FOR 2013-14 (and more years if you have the data) | SMART Goals and a process for a monthly report for ERDs and Superintendent  Here is a paraphrase from the DuFour handbook about why we should collaborate (substituting “high school administrators” for “teachers”):  *When high school level administrators work in a collaborative team, all high schools are more likely to:*   * *see gains in student achievement,* * *find higher quality solutions to problems,* * *promote increased confidence among our team members individually and collectively,* * *create an environment in which high school administrators support one another’s strengths and accommodate weaknesses,* * *provide support for new high school administrators, and* * *ultimately provide administrators at all levels with access to an expanded pool of ideas, materials, and methods.*   (Little, 1990, on p153 PLC at Work handbook)  Smart goals - goal needs to be on reduction of dropout - increasing student attendance and reduction of drop out  IDEAS -  Collaborate to build universal systems to support GMM in an effort to continually reduce dropout rate, increase graduation rate and improve attendance in the Missoula high schools  100% of students will graduate on time with 95% attendance or better  Dropout reduction rate of 2% per year  Discussion  PBIS framework  Define, what we agree are benchmarks for both of those  100% is not attainable  College prep graduation requirements increase, without an increase in pathways to get to a diploma  What are we going to measure? How are we going to measure? Need comparative data to be able to make benchmarks.  Debate on what date to use for counting withdraw  Count date is closure on previous year-October 1st  MCPS total dropout count  State can provide dropout data from previous years, Tracy Long?  Jane will find information for previous dropout data for district  Ted will work with Scott on Pulse data-YTD  9/13-96 dropouts (95 high schools)  9/12-91 dropouts  Numbers as opposed to %, goal will be stated to reduce the # of dropouts  Task for this week; come back with accurate # for October 1, and what we are hoping to reduce it by for 14-15 for a district total  All schools share out how they are withdrawing students  BS-Case by case  HHS-Beginning of the month  SHS-Records clerk shares data with admin  Youth Challenge-do we keep them on through the count, or take them off prior, doesn’t receive A&B but not on drop list.  SMART GOAL:  #1-data from dropouts need to have a bridge step to what we will do; to just collect data does not change the # |
| Other Business |  |
| **Agenda 9/16/14** | **Notes** |
| HS Admin PLC – SMART Goal | SMART Goals and a process for a monthly report for ERDs and Superintendent  Here is a paraphrase from the DuFour handbook about why we should collaborate (substituting “high school administrators” for “teachers”):  *When high school level administrators work in a collaborative team, all high schools are more likely to:*   * *see gains in student achievement,* * *find higher quality solutions to problems,* * *promote increased confidence among our team members individually and collectively,* * *create an environment in which high school administrators support one another’s strengths and accommodate weaknesses,* * *provide support for new high school administrators, and* * *ultimately provide administrators at all levels with access to an expanded pool of ideas, materials, and methods.*   (Little, 1990, on p153 PLC at Work handbook)  Smart goals - goal needs to be on reduction of dropout - increasing student attendance and reduction of drop out  IDEAS -  Collaborate to build universal systems to support GMM in an effort to continually reduce dropout rate, increase graduation rate and improve attendance in the Missoula high schools  100% of students will graduate on time with 95% attendance or better  Dropout reduction rate of 2% per year |
| Deliverables for ERD’s | Resolution on Questions we had? - is there a precedent for these huge bonds elsewhere? monetary cost per household? email Hatton and find out where it is in folder, selling the 15-20 year plan, how will it be structured - cheat sheet? Some answered in Nick’s PowerPoint  Share our plans - Smart Schools 2020 - HHS shared plan (please share), questions - where are the high schools in the priority list?  BSHS - similar and in weekly newsletter, send brochure by Connect5, train show  SHS - working on concrete plan, Open House, MEA, social media  We need to more materials. Libby will email Hatton for digital copies to make more, when will we get brochures, how many and can we get digital copies. |
| Other Business | Willard Support: Jane has names and sending progress updates of our students  Use of social media (attendance, announcements, and SS2020) - how do we use it?  BSHS - Facebook and twitter, promoting activities (Karen Sweeney does vast majority of posts), Natalie doing some too to recognize fun things that happen daily (like SmartSchools 2020), activities secretary does school wires, twitter is a way to tell the story of your school  SHS - Ted professional twitter feed, network professionals, Montana Professional feed Tuesday night at 8pm Classroom management systems, school feed for activities, principal blog - nuts/bolts, teaching/learning, SS2020, GMM, attendance, student/teacher profiles  HHS - principal secretary does Facebook, like idea of activities posts  Use for SmartSchools 2020  Lisa shared Principal's Pen - link to website  School wires uses own blog system, but Blogger might be better (google app), get teachers using some of these things  RESOLUTION? Missoula Invite Volleyball tournament – Hellgate and Sentinel will host  Jackson Construction -Trevor reported one student made it all summer long, Trevor was going to follow up with principals, plus delta for selection process for students who will be successful (hope that Jackson Construction will continue the apprentice 3 year program - work during HS, then finish apprentice program when graduate, students start summer between junior/senior year), application process/ info out to students? feedback from Jackson construction? We would like to work with them to create a profile of successful apprentice |
| **Agenda 9/9/14** | **Notes** |
| HS Admin PLC | Meeting Time Options: - decided to continue Tuesday 7:00am - focus on GRADUATION MATTERS, at risk students/ dropouts |
| Deliverables for ERD’s | Thoughts on deliverables from yesterday's meetings - building level or this group?  Need master schedule activities  Brainstorms - in years past, we have been asked for 6 meetings, that might be what we look at  table at open house, code of conduct meetings, blurb/ QR codes on programs (be careful of publicity), facebook/twitter/website/newsletter, PIR day for staff, put in action plan - meet with staff (huge voting block with staff and parent base), bus tours, play up excitement for parents of young children  Brochures and photos for brochure - share what we have, probably not have a chance to redo, so edit, thoughtfulness in putting together  Question - is there a precedent for these huge bonds elsewhere? monetary cost per household? email Hatton and find out where it is in folder, selling the 15-20 year plan, how will it be structured - cheat sheet?  Share our plans in our meeting next week |
| Trevor L. – | Homeschool Registration w/ County Supt. –  **Erin Lipkin** - county superintendent in charge of home school students, if students want to leave, we give them a range of withdrawal options, Lipkin does not like us sending home school form in, doesn't mind if we refer them to website for forms - she would prefer that families come in, her secretary will send 2 week updates to records clerks on updates of who has registered - we should make an appt for family or take them there to show them where it is; doesn't want to see a May homeschool form for 18 year old; do NOT send form from school; have counselors follow up; consistent policy on what homeschool students can get from public schools; new enrollment policy passed in May first policy in 3000s; Lipkin also wants to know about partial attendance; she collects attendance, info for annual reports (no immunization info though)   * + - * Ted wanted to know what the qualifications for a home school program is, there isn't much as far as qualifications go, but we try to encourage them to choose an accredited program       * We need to have a conversation in this meeting so when she comes in so we are providing common message |
| Other Business | Willard Support: Which Counselors/Administrators should receive invite to POS google doc? All or one? one representative from each school - decide and tell Jane  Missoula Invite Volleyball tournament - one week ahead for MEA at Sentinel, Hellgate can't do it with parking and school in session, Big Sky will talk about it and let us know.  Final Exam Schedule – Is a rotation from semester to semester an option? Final exam schedule - can we have a two period rotation still? We will leave it like this because of sharing students, but look at for next year, bus problem for Willard |
| **Agenda 9/2/14** | **Notes** |
| (BSHS) Rotation to Willard | * + Counselors can expect visits to take approximately 45 minutes.   + Counselors need to view POI previous to meetings (please ask Jane for an invite to the documents),   + Inform Bonnie which students to pull from class for visits.   + Jane requests a rotation of time Sept 8:30, Oct 9:30, Nov. 10:30 so that students are always taken out of the same class.   + See rotation schedule sent by Jennifer for which week is which high school.   + Tuesday will be the day of the week for these meetings. |
| (Willard) HiSET | Program moving from SHS to Willard starting Willard’s 2nd semester (Tuesday after Thanksgiving). TBD is the time of day students will attend. Jane is still looking for staffing. Ted asks if students will be able to attend Home HS for half-day to continue to take electives. Optimistic news 59/60 students state wide passed the HiSET and received their diploma last year. Discussion on students finding the HiSET exam easier or more difficult than the previous GED testing. Saving 15 spots each term, hoping that students can complete the HiSET exam during a trimester. We should probably keep each other abreast how many students we have to apply. Application? Jane likes application idea b/c it makes it a “student choice.” Do we want to each have 5 spots? Staffing was previously .5 at SHS; there is still a question as to where that .5 is going to come from. Jane will keep us abreast. We will probably have more information after Jane attends HiSET training in two weeks. |
| (HHS) September Collaboration Team resources | Lisa shared an article ordered online from “allthingsplc.com” she will send an electronic copy. She also shared SMART Goal worksheet and how HHS plans to use it this year. HHS focus for the SMART Goal worksheet is to shift the collaboration team conversation from a focus on Teacher Activity to a focus on Student Results. |
| **Agenda 8/12/14** | **Notes** |
| Willard Presentation | * Jane Bennett - full capacity 150 and 167 enrolled in fall, many had dropped out and coming back = progress! * Willard is a school of choice - cannot send kids there - application, counselor referral then to screening team, 3 trimesters are when they take kids, unless emergency placement (health, social disruption, safety issue) - documents: app, counselor referral, brochure, handbook, drop out page * Variety of students, common bond is poverty, 65-75% FRL * Elective program - English, math social studies, science and art endorsed, create elective experience * Dropouts - Jane has new perspective on this and she understands why we get frustrated when Willard kids drop out and we haven't had a chance to intervene   + Willard is a program, so sometimes kids don't finish, referred back to home school, kids can appeal back to Willard and are almost always accepted back (kids become extremely loyal to Willard)   + current location 2001, near 1000 graduates, many kids at Missoula College or UM, Willard kids are capable but haven't found an academic niche   + 50/89 HS dropouts are Willard kids, hard statistic even for their staff   + 27 2012-13, 50 2013-14   + 30 kids plus on waiting list to come in at December - hope there are 30 who finish to let all of those in   + 66 graduates last year   + 65 withdrawn on contracts, 28 drop out by choice, 22 did not enroll again, 15 re-enrolled   + Jane has told parents to walk kids over to home school, get enrolled, and could appeal and be back in 6 weeks   + Last year's first trimester, kids for first time weren't committed, terrible language and behavior, climate changed drastically; spring group changed that to a more positive group   + Checklist of dropout prevention ideas     - Willard surveyed list, what doing, and found some ideas to implement   + Lisa - we need to be better at reconnecting with those kids that leave Willard to re-enroll them in our schools   + Jennifer - having access to POIs helped tremendously, knew which kids to target, sent counselors over meet with kids; use google docs to have the list, FRC coordinator meeting with BSHS FIT coordinator   + Ted - there is a void between those that leave Willard and a bridge back; pretty good system when they are still at Willard but there is a disconnect when they have already left   + Tom - transition back is an issue, once they go they don't want to come back, in referral process to get there; we are triaging our kids, maybe we need to be more systematic about who we send - who can we help?   + Jane - sure it would be easier if we took less risky kids, but we take everyone; if we had better data analysis of the risk factors, we might be able to strategically place a kid for true intervention   + Idea of transitioning middle schools directly? Take 4-5 to freshman transition program, but usually don't take freshmen - are those traditionally ALP? a lot yes, but not all   + 5 period day, shuttles to Willard from home school, start late, end early; lunch - have a program (no stove, oven), gets bussed in, breakfast, grab and go, lunch - many kids don't eat from Friday to Monday; also keep food pantry, can take food home if need to (which is a social stigma and hard for kids)     - almost everyone does a full day, but a few come in for they necessary classes that they need     - 1st period is also called homeroom - teacher manages POI, advocate, longer than other periods     - How can we support you? What is your vision for Willard in 3-5 years?       * always be a need for alternative school program with the poverty, envision kids graduating and have developed a skill set for success, college and career readiness for everyone in addition to soft skills (manners, conflict resolution, communication), transition to project based learning environment (looked at Big Picture network model and In Tech model, good fit, but $$$$) - taking best of both programs to have students work in teams to solve complex real world problems       * Can we share kids? Cores at Willard, then back for electives back to home school for electives? Jane is in favor of something like this (transportation?)       * Relationship part needs work on all of our parts - it would be productive for us to come over and meet with kids in the Willard environment, "their" place       * **Get counselors involved, access POIs, conversation with counselors about referral process**       * Break down of numbers, more from Big Sky, then Hellgate, then Sentinel       * Percentage of kids who come from our schools on bus - majority come on bus most of the time       * alternate schedule - twilight schedule? stay until 5:00? Thought of something like that for HiSET but not sure we can; city bus stop right in front of school; can we get away from being run by bells? UM Dillon as a model - Jane is considering doing a version of that - Thanksgiving to Christmas - intensive one class during that time       * Digital badge program to capture work outside school day       * Idea - union representative invite to our meeting to talk about changing, flexible schedule |
| Other Business | 1. Share start of school agendas digitally 2. New Teachers didn't get a lot of nuts and bolts in the district orientation, so focus on that when you meet with them. |
| **Agenda 8/6/14** | **Notes** |
| Scott Caldwell  Pulse Data | How it works and Q&A?   * + Overview - Hatton     - District choose to implement this last year, Linda got this up and running, needed district dashboard and that still needs work. Scott started June 1 and got training on Tyler Pulse and he will getting more training. Finding more questions/ issues - questions may need time - treat as a architect plan     - Different direction for Data Manager position - Linda customized reports and data, now design district pulse to pull data YOU need, decentralized data reporting system that is 24/7, all tables can be exported into excel, sustainable strategies to provide and use data   + Users who have access are administrators and counselors (**make sure Scott has a list of who should have access for your building!!!**) * Scott - program background, systems analysis, designing, databases   + Not an education background so needs help understanding what we need   + Want to see at top right hand part of page MCPS PRINCIPAL's PORTAL   + In Q, daily process that takes Q data and packages and formats it to principal's portal     - Which data is used to create attendance and enrollment chart?       * Counting number of student IDs in student active chart       * But doesn't match our Q data - yes, our 13-14 data got wiped so we are waiting to get data as 14-15 starts     - At Risk Table       * no one is at risk right now       * Factors - male, attendance, failing classes, discipline referrals (is it cumulative in the program or year to year? Scott thinks there is no data right now, so we think it starts over)         + Wipes attendance data but not behavior, but is that a true measure of at risk         + What data is used to factor at-risk? And can we add things to the algorithm   transient? pull data from other schools?  Hatton - enrolling and unenrolling students don't sync at the moment  there is a capability to set up a factor based system, give weight to certain behaviors/ conditions, but we aren't using that at the moment; Scott would like our feed back on what we want  with unique student ID, we should be able to keep track of students who move around in our district, we should be able to track all of the data from our district (if they move out, that's a different story)  Scott is still questioning how the at risk table works, why aren't we seeing data now? no sustainable system at the moment  Table of factors is under risk analysis (left hand menu)  Risk analysis parts - gender, ethnicity, ELL, SpEd, Gifted, Absent %, missing marks, consecutive absences, total discipline, action days (linked to disciplinary actions), NCLB, LEP, Title 1, immigrant, 504, homeless, tardies, maximum GPA, GPA improvement, selected action count NCLB score, current year freshman, transcript, transcript F, ninth grade F, OA levels  SpEd and homeless Cindy Kennedy is in charge district and high school record clerk  What test scores are we doing? MAPS data last year not in yet?, SBAC?  Linda built with feedback about what was important and her experience, we need to go through this and look at our kids - if an at risk kid is NOT identified - why not?  Can we have the algorithm? Scott has help ticket in with company to ask some of these questions  Feedback - let's go through what we see and is there anything on there we can't see that we need  need student achievement data and current marks - what score earns risk points? How is it weighted? Are there benchmarks so we can plan interventions? How does the algorithm work and how is pulse data being used in it?  This is pulling last night's data so only see that  Like to see attendance percentages by grade and YTD - in Q in reports grade level percent present, and total percent present - Linda sent spreadsheet - what codes to do you use in Q to mark students absent? Everyone had to say what they use - Linda then made 3 present codes and absence codes; analysis class attendance in Q report to see why kids were absent; comparing with principals' portal was way higher? WHY? Is there a whole day present or are they counting partial attendance? What is the tipping point for counting present? Calculates right now by class period  Scott thinks we can update Principals' portal to match Q data; we can customize so we should be able to format Q data to present here  **Ted should provide reports to Scott to make this thing work - Scott come to Hellgate and show and work together**  we may have to trust Q more than this until we fix this  2 things we didn't show - how to get in and how to change school searching under - we need to be able to see other schools  Do we need to continue inputting SWIS data? Answer is yes because obligated by state because we decided to go to Q not infinite campus, conversation right now for being updated nightly to infinite campus so we aren't duplicating effort and time (Carol Ewen question - MBI initiative and grant), only under contract with Aequitus until 2016, so need to invest in discussion on where we are going  Do we know for sure that it is impossible to upload Q to Infinite campus? No, both do excel docs so can we make them match fields?  Amy Foster Wolferman at UM really knows SWIS so maybe asking her, we pay UofOR fee each year too to use it  Can we change the number of kids that we see in at risk? No we cannot, but we could customize to show all the red colored kids (most at risk)  Start with attendance (how does it determine if student is absent or present? and attendance codes)  What are the defaults and how are we weighting?  Scott will contact Tom when we have some answers and we will send reps to look at the data we can access |
| **Other Business** | 1. Out of Area District Transfers - Parent going into 8th grade, can fill out out of area form for next year? Tell families start taking December of 8th grade year 2. Also, propose that feeder schools invite all 3 high schools to come on same night in December to talk to parent group - need to sit down with middle school principals to talk dates |
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